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AUTHOR	Greenleaf, Connie; Gee, Mary Kay; Ballinger, Ronda
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ABSTRACT

Intended for instructors of English as a Second Language (ESL), adult basic education, and workplace literacy, this manual focuses on three questions: What is authentic assessment? What are the steps in planning authentic assessment? How is the learner involved? Section 1 discusses some components of authentic assessment. In doing so, it addresses these questions. Part 1 on what authentic assessment is lists types of assessment and provides a teacher checklist that serves as a guide in designing authentic assessments and a checklist that guides teacher observation of student class participation. Part 2 discusses the five steps in planning authentic assessment. An example of a rubric that could be used to evaluate whether a student has mastered a specific objective is provided. Part 3 focuses on how the learner is involved. Some suggestions for topics to discuss during the self-assessment are listed. Examples of self-evaluation checklists and a group self-evaluation that would follow a cooperative learning experience follow. Section 2 contains examples of authentic assessment forms for all subject areas and levels of learner: writing assessments; workplace ESL test; oral interviews; literacy screening; performance tasks; assessments for problem-based learning; portfolios; self-assessments; and workplace assessment strategies. (YLB)

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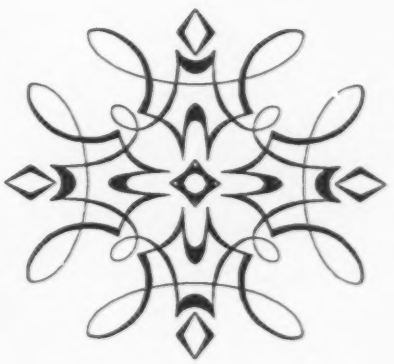
Authentic Assessment:

Getting Started



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National Workplace Literacy Program
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19351 W.Washington Street

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Authentic Assessment:

Getting Started

By: Connie Greenleaf, M.A.T.E.S.L.
Mary Kay Gee, Project Director
Ronda Ballinger, Curriculum Writer

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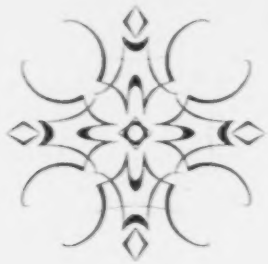


Section 1

Components of Authentic Assessment

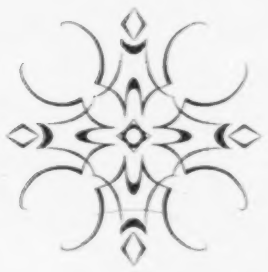
- What is authentic assessment?
- What are the steps in planning authentic assessment?
- How is the learner involved?

Section 2

Examples of Authentic Assessment

- Writing assessments
- Workplace ESL test
- Oral interviews
- Literacy screening
- Performance tasks
- Assessments for problem-based learning
- Portfolios
- Self-assessments
- Workplace assessment strategies

Components of Authentic Assessment



Authentic Assessment: Getting Started

The following is a brief discussion of some of the components of authentic assessment. It will address these questions:

- What is authentic assessment?
- What are the steps in planning authentic assessment?
- How is the learner involved?

1. What is authentic assessment?

First, what is assessment? Assessment is the collecting of data about a learner to meet a variety of educational purposes. What makes an assessment "authentic"? In general authentic assessment requires multiple forms of assessment that reflect student learning, student achievement, and student attitudes of relevant activities.

There are many types of assessment which fall under the umbrella of authentic assessment. All of the following provide the opportunity for teachers and students to evaluate student achievement and progress in real world settings.

- portfolios
- writing samples
- student-teacher meetings
- rubrics from project learning
- teacher observation checklists
- oral interviews
- performance tasks
- norm-referenced tests
- self-assessments

Examples of these types of asssessment is provided in the*Examples of Assessment* section of this document.
The following two pages provide two different types of teacher checklists. The first teacher checklist serves as a guide in designing authentic assessments. The second is a checklist designed to guide teacher observation of student class participation.

Teacher Checklist for Authentic Assessment

Does the assessment...	Yes ☺	No ☹
• have clear, specific criteria and standards?		
• match clearly defined objectives?		
• focus on real world situations?		
• actively engage the learner as a decision maker?		
• allow for many ways to demonstrate achievement and progress?		
• easily embed into instruction?		
• accurately represent the curriculum?		
• show progress over time?		
• provide continuous and ongoing feedback?		
• provide multiple measures of a learner?		

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ESL Classroom Interaction Checklist for: _____

Classroom Teacher: _____

	Needs Helps	Some of the time	Most of the time (Mastery)	Comments
Follows directions (classroom procedures)				
Gestures to communicate				
Talks in short phrases (Go now? My turn.)				
Talks in ill-formed but comprehensible sentences (Friend give me. I draw picture.)				
Understands without rephrasing and repetition				
Asks questions (Go home now?)				
Raises hand to talk in class				
Participates in group work				
Is part of a social group (before and after class)				

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ABE Classroom Interaction Checklist for: _____

Classroom Teacher: _____

	Needs Helps	Some of the time	Most of the time (Mastery)	Comments
Follows directions				
Gestures to communicate				
Talks in short phrases				
Talks in ill-formed but comprehensible sentences				
Understands without rephrasing and repetition				
Asks questions				
Raises hand to talk in class				
Participates in group work				
Is part of a social group				

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2. What are the steps in planning authentic assessment?

1. **Determine the purposes for the assessment.**
   There are many purposes for assessment, and each assessment will have its own specific purposes. Some purposes of assessment are to guide instruction, to provide feedback to the learner, to monitor progress, and to build a student profile.

2. **Specify the instructional objectives to be evaluated.**

3. **Plan a way to gather evidence of student achievement for these objectives.**
   Design assessment tasks, checklists, conference forms as needed, and investigate already existing instruments to meet purposes set out in #1 and the objectives from #2.

4. **Administer the authentic assessments to the learners.**
   Many times authentic assessment will be built into instruction, which is logical if one considers that the objectives used to create curriculum are the same objectives used to guide authentic assessment. Embedded instruction provides content validity by providing learners with situations that represent what they are doing in their classrooms, on their jobs, and in their homes.

5. **Use clearly defined criteria to evaluate the assessment.**
   There are several strategies a teacher can employ to provide clearly defined criteria, including class goals, student goals generated from student-teacher meetings, rating scales, and rubrics.

Rubrics are especially helpful in providing students with criteria for evaluation **BEFORE** the product or project is completed so that it is able to impact the experience. From the rubric, the students know what is expected from the project. Many times class generated rubrics will provide students with reflection on what a good product looks like as they begin a project, and consequently they improve their product as they refer to the rubric as they work.

As with other forms of evaluation of authentic assessment, rubrics detail specific outcomes. These outcomes guide student performance and the outcomes become strands on the grading rubric. On the following page is an example of a rubric which could be used to evaluate whether or not a student has mastered the objective "Students will write a clear, grammatical paragraph that focuses on a main idea".

Writes a clear, grammatical paragraph that focuses on a main idea

Criteria	Very Good	OK	Needs Work
Clear	•Paragraph is easy to comprehend at first reading with very few unintelligible words or phrases	•Paragraph is comprehensible after some interruptions or rereadings for unclear meaning of phrases or sentences	•Paragraph is difficult to understand; multiple readings are needed to understand what writer is trying to say, and some parts remain a mystery
Grammatical	•Uses correct verb tense much of the time •Uses correct word choice most of the time •Uses correct word order most of the time •Uses complete sentences most of the time	•Uses correct verb tense some of the time (<80%) •Uses correct word choice some of the time (<80%) •Uses correct word order some of the time (<80%) •Uses complete sentences some of the time (<80%)	•Makes many errors with verb tense •Makes many errors of word choice •Makes many errors of word order •Makes many errors of incomplete sentences
Main Idea	•Clearly stated and focused •Supported by all sentences •No digressions	•Stated and somewhat focused •Supported by most sentences •One or two digressions	•No clear idea stated or apparent •Sentences unconnected •Many digressions
Mechanics	•Spelling mostly correct •Capital letters, punctuation mostly correct •Writing is neat and easy to read	•Spelling uneven •Capital letters and punctuation correct some of the time, but many errors •Writing is mostly neat	•Spelling not checked •Shows lack of control at all with capital letters and punctuation •Writing is messy

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#3: How is the learner involved?

Self assessment is an essential part of authentic assessment if the teacher accepts the basic assumptions of a student-centered learning environment and a collaborative classroom. Self assessment allows students to become independent evaluators and planners of their own learning. It also allows learners to set goals for future learning, evaluate their progress over time, and reflect on their performance.
Self assessment takes many forms, including goal setting meetings with the teacher, students making decisions about the contents of an assessment portfolio, and self evaluation checklists. The following two pages give examples of self-evaluation checklists and a group self-evaluation which would follow cooperative learning experiences.

Student-Teacher meetings are an important part of involving the learner in their learning and also providing the instructor with valuable information regarding the student's goals and perceptions of the class. In addition to discussing the self assessment together, following are some general suggestions for topics to discuss.

- What are you doing well in this class? (from bottom of Self Assessment)
- What would you like to improve? (from bottom of Self Assessment)
- How can I help you improve in this area?
- How can I improve my teaching ?
- What goals do you have for yourself for six months from now?
- How can we work together on reaching those goals?
- What other things would you like to discuss with me now?

Self Assessment

1. I am a good listener.

2. I share my ideas in class.

3. I come prepared to learn.

4. I understand the importance of what I am learning.

5. I like to come to class.

6. I am learning new skills in class.

7. I work hard in class.

9. I can work with partners and a group well.

One thing I am really good at is _____

_____

One thing I want to be better at is _____

_____

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Group Self-Assessment

Names

_____ _____

_____ _____

	Yes	No
I talked.		
I listened to others.		
I asked my group a question if I didn't understand.		
I did my best work.		
We finished our work.		
We understood the directions.		

Add the YESs. How many are there? _____

Add the NOs. How many are there? _____

How well did our group work today?

Great

OK

Some Problems

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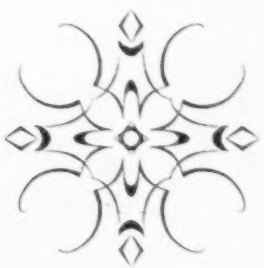
Examples of Authentic Assessment



WRITING ASSESSMENT I

LISTS

Directions: You have a very busy job. Write a list of words from your job that describe what you do on your job.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

SENTENCES

Directions: Make each item from your list into a complete sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

PARAGRAPH

Directions: Rewrite the above sentences as a paragraph.

_____

_____

_____

_____

_____

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WRITING ASSESSMENT II

LISTS

Directions: Think of a co-worker, good friend, or spouse. Write a list of words or phrases that describe him or her.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

SENTENCES

Directions: Make each item from your list above into a complete sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

PARAGRAPH

Directions: Rewrite the above sentences as a paragraph.

_____

_____

_____

_____

_____

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WRITING ASSESSMENT III

LISTS

Directions: You have many things to do on your day off. Make a list of what you do on your day off.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

SENTENCES

Directions: Make each item from your list above into a complete sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

PARAGRAPH

Directions: Rewrite the above sentences as a paragraph.

_____

_____

_____

_____

_____

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Criteria for Evaluation of the Writing Assessment

	No Attempt	Seldom	Usually	Always
LISTS				
■ Uses more than one word				
■ Spells for understanding				
■ Uses different parts of speech				
SENTENCES				
■ Has a subject				
■ Has a predicate				
■ Is a complete thought				
■ Begins with a capital letter				
■ Ends with a period (.)				
■ Is descriptive				
PARAGRAPH				
■ Main idea is stated in first sentence or title.				
■ Sentences connect to the main idea in a logical order.				
■ First sentence is indented.				
■ Each new sentence starts right after the one before.				
■ Capital letters are used correctly.				
■ Punctuation is used correctly.				

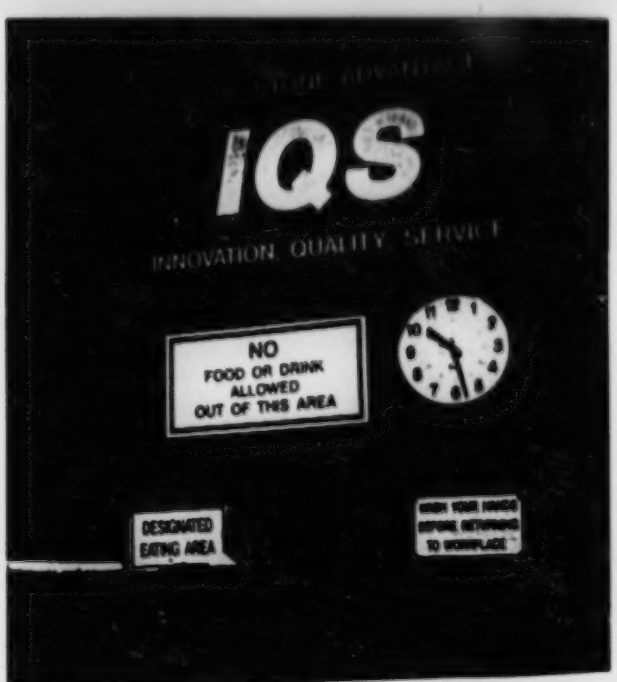
Name:_____ Date: _____

CLC WORKPLACE ESL TEST
FORM 1

PART 1: Listen and put an **X** in the correct box.

Practice A

	TRUE	FALSE
a.	☐	☐
b.	☐	☐
c.	☐	☐



Practice B

	TRUE	FALSE
a.	☐	☐
b.	☐	☐
c.	☐	☐

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Listen and put an **X** in the correct box.

1.

	TRUE	FALSE
a.	☐	☐
b.	☐	☐
c.	☐	☐

2.

	TRUE	FALSE
a.	☐	☐
b.	☐	☐
c.	☐	☐

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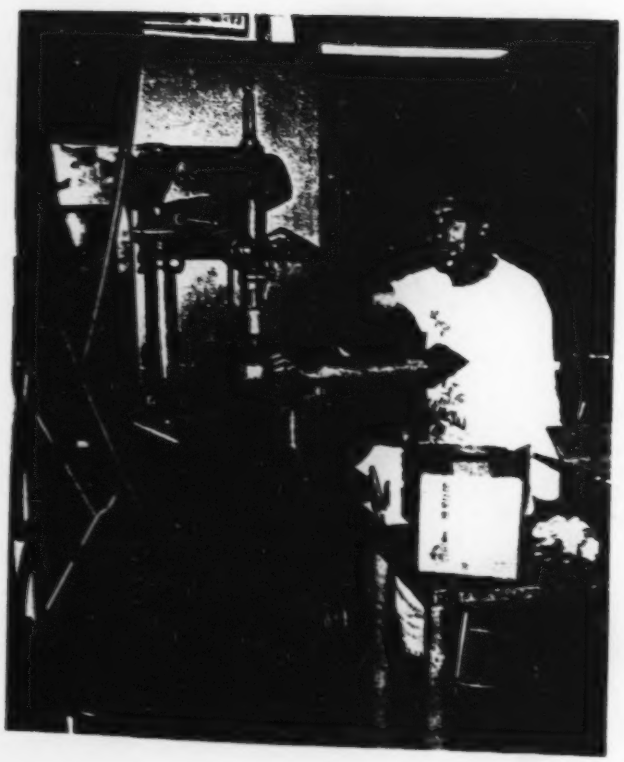
Listen and put an **X** in the correct box.

3.

	TRUE	FALSE
a.	☐	☐
b.	☐	☐
c.	☐	☐



4.

	TRUE	FALSE
a.	☐	☐
b.	☐	☐
c.	☐	☐

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Listen and put an **X** in the correct box.

5.

	TRUE	FALSE
a.	☐	☐
b.	☐	☐
c.	☐	☐

6.

	TRUE	FALSE
a.	☐	☐
b.	☐	☐
c.	☐	☐

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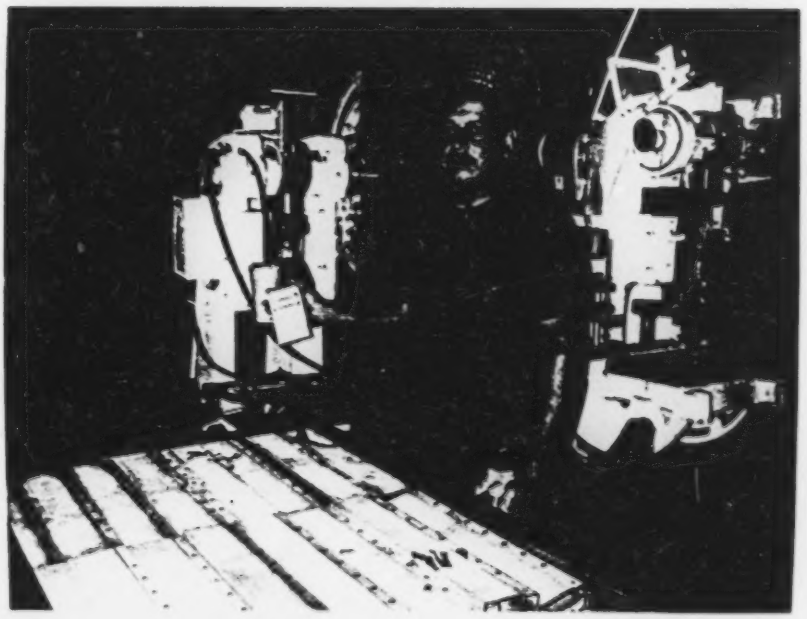
Listen and put an **X** in the correct box.

7.

	TRUE	FALSE
a.	☐	☐
b.	☐	☐
c.	☐	☐



8.

	TRUE	FALSE
a.	☐	☐
b.	☐	☐
c.	☐	☐

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Form 1

Directions: Read the signs below.

RESTRICTED AREA NO UNAUTHORIZED PERSONNEL BEYOND THIS POINT	CAUTION EYE PROTECTION REQUIRED IN THIS AREA	DANGER
_____	_____	_____
_____	_____	_____
CAUTION EAR PROTECTION REQUIRED IN THIS AREA	KEEP AREA CLEAR AT ALL TIMES	CAUTION KEEP HANDS CLEAR OF MACHINE WHILE RUNNING
_____	_____	_____
_____	_____	_____

Directions: Read the sentences below. Under each sign, write the complete sentence that means the same thing as the words in the sign.

- Watch Out!
- Wear ear plugs here.
- Don't put your hands near the machine when it's on.
- Wear safety glasses here.
- If you go here, you must have permission.
- Do not put any thing here.

Form 1

Directions: Complete this ***Suspect Material Report***. Write the information below in the correct places on the form.

1) PART NUMBER - ME 65
2) QUANTITY - 90/90
3) CLOCK NUMBER - 1400
4) CORRECTIVE ACTION: ADD OPERATION-SAND ONE SIDE
5) REASON FOR REJECTION: MANY SURFACE SCRATCHES - PROCESS SHEET SPECS NO SCRATCHES

SUSPECT MATERIAL REPORT	DATE
PART #	QUANTITY
DESCRIPTION:	JOB #
	GMP #
LAST OPERATION COMPLETE:	
REASON FOR REJECTION:	
CORRECTIVE ACTION:	
QA MGR. DMR NEEDED YES ☐	NO ☐
WRITTEN BY:	CLOCK #

Form 1

Directions: You have to go to Traffic Court tomorrow. You told your supervisor yesterday. Write a note to remind your supervisor you will be late.

Form 1

PERSONAL PHONE CALLS

Directions: Read about personal phone calls from an employee handbook.

You may make personal phone calls during your lunch or breaks. The company provides pay telephones for your convenience. Please keep your calls brief. Company phones are for business purposes. You may only use the phone if authorized by your supervisor. If somebody wants to reach you, they may call the switchboard and leave a message. In the case of an emergency, you will be contacted immediately. Any employee who makes a long distance phone call on company phones without their supervisor's approval will be subject to termination.

Directions: Read the sentences about personal phone calls below. Are the sentences **TRUE** or **FALSE**? Circle your answers.

1.	Employees can make personal phone calls anytime.	TRUE	FALSE
2.	Employees do not need permission from the supervisor to use company phones.	TRUE	FALSE
3.	If you use a pay phone, you can talk as long as you want.	TRUE	FALSE
4.	The switchboard will take phone messages for employees.	TRUE	FALSE
5.	You can be fired for making long distance phone calls without permission.	TRUE	FALSE

Form 1

OVERTIME PAY

Directions: Read this company's policies for overtime pay.

Each hourly paid employee shall receive overtime pay of time and one-half for all hours worked in excess of eight (8) consecutive hours in any one day and double time worked in excess of twelve (12) consecutive hours in any one day.

All persons scheduled for ten (10) hours will be given a ten (10) minute break at the end of the first eight (8) hours worked.

All persons scheduled for twelve (12) hours will be given a twenty (20) minute break at the end of the first eight (8) hours worked and ten (10) minutes after the tenth hour.

Directions: Read Ricardo's schedule for one work week. Circle the correct answer to each question.

Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
9	8	10	9	10	12

1. How many hours did Ricardo work on Wednesday?

   a. 10 b. 9 c. 8

2. How many days did Ricardo work overtime last week?

   a. 3 b. 4 c. 5

3. How long was Ricardo's overtime break on Wednesday?

   a. 10 minutes b. 20 minutes c. 30 minutes

4. What was the total of Ricardo's overtime breaks on Saturday?

   a. 10 minutes b. 20 minutes c. 30 minutes

5. Why didn't Ricardo get overtime breaks on Monday and Thursday?

   a. He didn't work overtime.
   b. He didn't work enough overtime hours.

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Form 1

SAFETY

Directions: Read some safety rules from an employee handbook.

We all must follow safety rules to have a safe workplace. If you use tools or equipment, you should know how to use them safely. You should always try to do your job in a safe, careful way. Try not to injure yourself or your fellow workers. Everyone should follow the rules below.

1) Do not operate any machine or equipment unless you are trained and your supervisor approves.

2) Never try to fix or adjust equipment without your supervisor's instructions.

3) Immediately report **any** problems, big or small, to your supervisor.

4) Never leave machinery and equipment on if there is no operator.

5) Keep your workplace clean and neat.

Directions: Read the conversations below. Is worker 2 following the safety rules above? Circle **YES** (following the safety rules) or **NO** (not following the safety rules) for each conversation.

1.	Worker 1:	Will you watch this machine for me? I need to go to the restroom.	YES	NO
	Worker 2:	Sure, no problem. I was trained to use this machine.		
2.	Worker 1:	Can you take a look at this? It doesn't sound right.	YES	NO
	Worker 2:	You're right. Turn off the machine and tell Mike, the new supervisor.		
3.	Worker 1:	Can I leave this soda can here?		
	Worker 2:	No. You should throw it away.	YES	NO
4.	Worker 2:	Where's Victor? His machine is on.		
	Worker 1:	Over there. He'll be right back.	YES	NO
5.	Worker 1:	Since you're not busy, why don't you use the forklift to move those boxes?	YES	NO
	Worker 2:	Sorry. I'm not trained.		

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WORKPLACE LITERACY
PRE-ESL ASSESSMENT (ORAL)

1.- What is your name? (Personal Information)
Complete sentence ( ) Incomplete Sentence ( ) Incorrect Response ( ) No Response ( )

2.- Please spell your last name? (Alphabet)
Complete sentence ( ) Incomplete Sentence ( ) Incorrect Response ( ) No Response ( )

3.- What does your company make ? (Informing)
Complete sentence ( ) Incomplete Sentence ( ) Incorrect Response ( ) No Response ( )

4.- What shift do you work? (Informing)
Complete sentence ( ) Incomplete Sentence ( ) Incorrect Response ( ) No Response ( )

5.- In which department do you work? (Informing)
Complete sentence ( ) Incomplete Sentence ( ) Incorrect Response ( ) No Response ( )

6.- What is your supervisor's name? (Informing)
Complete sentence ( ) Incomplete Sentence ( ) Incorrect Response ( ) No Response ( )

7.- What do you do here at _____? (Vocabulary)
Complete sentence ( ) Incomplete Sentence ( ) Incorrect Response ( ) No Response ( )

8.- How long have you been working here? (Vocabulary)
Complete sentence ( ) Incomplete Sentence ( ) Incorrect Response ( ) No Response ( )

9.- What was the first thing you did at work this morning? (Vocabulary)
Complete sentence ( ) Incomplete Sentence ( ) Incorrect Response ( ) No Response ( )

10.- Tell me how to get to your work area from here. (Giving directions)
Complete sentence ( ) Incomplete Sentence ( ) Incorrect Response ( ) No Response ( )

Name _____ Class_____ Date_____

Oral Interview for ESL

(10 minutes per learner)

The instructor suggests topic, listens actively, prompts to elicit more-than-one-word responses, as follows:

What happened next?
How did you feel about that?
What did you say?
Why?

***Suggested topics**: tell me about your favorite place; tell me about your best/worst job; tell me about your family, friend...*

***Scoring**: check the "needs work" column immediately after interview; include comments if necessary. This scoring should take no more than two minutes. The learner may or may not wish to see your assessment.*

	NEEDS WORK	COMMENTS?
rhythm and stress		
intonation		
vowel sounds		
consonant sounds		
word order		
vocabulary		
use of *a, an, the*		
tenses		
subject-verb agreement		
plurals, uncountable nouns		
confidence in speaking		
willingness to risk mistakes		
speed		
other		

Notes:

COLLEGE OF LAKE COUNTY
WORKPLACE ESL LITERACY SCREENING

PART I - ORAL INTERVIEW

Conducted by: _____

Date: _____ **Company:** _____

Directions:

1. Greet learner. Introduce self. Ask for the learner's name and request that he or she spell it. Write the name on the line above the chart.

   Tell the learner you are going to ask a few questions. Write the answers in the chart below.

   Learner's Name: _____

QUESTIONS	LEARNER'S RESPONSES
1. What country are you from?	
2. How long have you been in this country?	
3. What language(s) do you speak at work?	
4. How many years did you go to school in your country? in the United States?	
5. Did you study English in your country? If yes, how many years?	
6. Have you studied English in the United States? Where? How long?	

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LITERACY SCREENING - PART II

Directions:

1) Photocopy this page on card stock and cut on the lines.
2) Put each section in a separate pile.
3) Show the cards from each pile to the learners and ask him or her to read the cards.
4) Put all of the "correct" cards in one pile and the "incorrect" cards in another pile.
5) If the learner has more <u>correct</u> cards than <u>incorrect</u> cards, go on to **PART III.**

J	t	b	O	E
i	Z	C	D	f
3	7	9	5	2
11	33	49	68	74
MZ41	PO942	CK3268	TRS571	BPR98586
QTY	SS#	PO	LCD	FTD
CAUTION	EXIT	Personnel	CHANGE	turn on

LITERACY SCREENING PART - III

Directions:

1) Photocopy this page.
2) Cut on the line.
3) Give the paragraph below to the learner. Ask him or her to read the paragraph silently.
4) Then ask him or her to read the paragraph aloud.
5) Ask the learner to answer these questions:

   - Is Tom married or single?
   - Who does Tom live with?
   - What is Tom's job?

6) If the learner can read the paragraph aloud with less than three errors (any kind) **and** answers all three of the comprehension questions correctly, have the learner complete Part IV.

Tom Black is 30 years old. He is single. He lives with his parents and his two sisters. He wants to get married soon.

Tom works as a computer programmer. He likes his job and his boss.

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PART IV

Directions: Fill out this Vacation Request for Carlos Diaz. He was hired on February 20, 1984. He has 11 years of service. He wants to take a vacation from January 15 until January 25.

VACATION REQUEST

NAME: _____

HIRE DATE: _____

YEARS OF SERVICE: _____

VACATION REQUEST:

1ST CHOICE: _____ THROUGH _____

2ND CHOICE: _____ THROUGH _____

SUPERVISOR APPROVAL: _____

DATE: _____

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Listening and Speaking Goal: Report problems.
Learning Objectives: Make requests politely
Ask for clarification
Report problems encountered when completing a task.
Type of assessment: Role play

"I Think Something is Wrong"

This is a role play. The student is given a possible scenario and must respond. The criteria for this assessment is listed below.

Student — A piece is brought to you for inspection. A hole was punched in the piece according to the size on the blueprint, But the blueprint hole size differs with the size on the process sheet.

_____1. Used appropriate vocabulary

_____2. Request was asked politely

_____3. Pronunciation was intelligible

_____4. Student understood the context of the role play

_____5. Asked for clarification

_____6. Asked appropriate person for help (where applicable)

Listening and Speaking Goal: Discuss job duties.
Learning Objectives: Make and answer questions about job tasks.
Ask for clarification about job tasks.
Type of Assessment: Demonstration (oral)

"What's My Job?"

(The job title assessment)

Student A: _____, where do you work?

Student B: At General Metal Products, why do you ask?

Student A: I'm out of work and need a new job.

Student B: Oh, I see.

Student A: What kind of work do you do at GMP?

Student B: I am a _____.
Job title

Student A: What does a _____ do?
Job title

Student B:

_____
___

Job description

Student A: I see. Could you give me more information about your job responsibilities?

Student B: Sure. I
_____(job duties)

_____
_____
_____
_____

Student A: Thanks for the information!

Student B: You're welcome and good luck finding a job!

Did the student speak clearly? _____yes _____no
Did the student speak slowly _____yes _____no

Reading and Writing Goals: Locate information on workplace documents and forms.
Fill in documents or forms with correct information.
Read and interpret work-related documents.

Speaking and Listening Goals: Discuss job tasks.
Give and follow oral instructions to complete a task.
Ask and respond to questions about a task

Type of Assessment: Presentation

The following assessment represents the criteria by which students were evaluated during a presentation. The students instructed their co-workers in the correct procedure for filling out a particular work place form called a Suspect Material Report.

Suspect Material Report
(Presentation Evaluation)

Name _____

Communicated to fellow employees:

1) Purpose of the SMR	1 2 3 4 5 6 7 8 9 10
2) Definition of SMR	1 2 3 4 5 6 7 8 9 10
3) How to complete the SMR	1 2 3 4 5 6 7 8 9 10
4) Referred to the process sheet to indicate where to find needed information	1 2 3 4 5 6 7 8 9 10
5) Employee actions for the SMR	1 2 3 4 5 6 7 8 9 10
6) Where to get an SMR	1 2 3 4 5 6 7 8 9 10
7) Who gets the completed SMR	1 2 3 4 5 6 7 8 9 10
8) How to identify a GMP part #	1 2 3 4 5 6 7 8 9 10
9) Spoke clearly	1 2 3 4 5 6 7 8 9 10
10) Asked for and answered any questions	1 2 3 4 5 6 7 8 9 10

Total score _____

The assessments commonly associated with problem-based learning are consistent with several principles in current assessment theory.

These assessments:

- ✓ **are aligned with learner outcomes**
- ✓ **provide multiple occasions for assessment**
- ✓ **provide for mutiple types of assessment**
- ✓ **include performance-based elements**
- ✓ **serve as authentic companions to learning**
- ✓ **focus on group and individual learning**
- ✓ **consider multiple intelligences**
- ✓ **aim to improve as well as record performance**

PBL assessments include:

- **problem maps: graphic representations of essential concepts and their relationships. Collected throughout the teaching and learning process, these maps provide a picture of the students' progressing thinking. Produced individually and collaboratively, maps offer opportunities for discussion about their differences and the reasons for these differences. Maps provide a visual sampling of students' thinking, allowing students to depict the integrative nature of the problem.**

- **problem logs: a collection of exercises or activities which sample students' depth understanding about unfolding aspects of the problem and their connection to one another. These activities can include journal entries reporting students' developing thinking, mini-quizzes, or real-life writing challenges. The goals, in any case, are to engage students in moving beyond reporting of information to knowledge construction and to help them make progress toward their learner outcomes. Taking a portfolio approach to the logs can help students to feel comfortable in taking risks and to make distinctions between assessments and evaluations. Like problem maps, problem logs can help students to identify criteria for assessment of their final performance in the problem. When they are presented as real-world tasks, problem logs can be particularly effective in drawing parallels between classroom learning and assessment and real world expectations and performances.**

- **performance assesements: Ask students to close their inquiry in a manner consistent with the role and situation in which they are engaged in the problem. These assessments can take the form of submitting and defending a proposal, giving testimony, consulting with a client, or constructing a physical product, among others. They are particularly effective when real-world participants in the problem receive and respond to their performances and when the performances along with other activities in the problem are debriefed in order to reflect on progress toward learning outcomes, differences in thinking and the products of thinking, differences in strategy building and the results of following different strategies in problem- definition and problem-solving.**

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Assessment 1

The primary goal of assessment in PBL, as in other approaches to teaching, is to demonstrate what students have learned or are learning. To achieve this goal, we ask several questions:

What are we trying to achieve with this assessment?
What do we want students to learn? What are we assessing?
How can we make that learning observable?
When we evaluate this learning, what needs to be present for us to say learning has occurred at a given level?/ How do we know whether and to what degree learning has occurred?

What are we trying to achieve with this assessment?

We almost always use the words assessment and evaluation interchangeably. But it can be important to make a distinction when we want to use assessment for a variety of purposes. How does it change things when:

- we want students to look at reflect on their own work periodically to develop learning?
- we want to examine where students are in their developing thinking to support learning?
- we want to document and report learning for accountability purposes?

What do we want students to learn?

Each of us needs to respond to this question for ourselves and from the perspective of our building or district. The items below illustrate some current thinking about what students should be learning as indicated in national standards from various disciplines:

- Essential Questions or Essential Concepts
- Reasoning
- Process Skills
- Habits of Mind

How can we make that learning observable?

Current thinking in assessment suggests that learning should be demonstrated in multiple ways on multiple occasions to allow for variances in learning styles and evaluative contexts or conditions. In addition to traditional written products, then, let's consider:

presentations	logs	models or schematics	graphic organizers	lab work
performances	multimodal portfolios	interviews	action plans	demonstrations

As we make choices about types and times of assessment, we need to think about purpose for assessment, why this assessment is a better choice than others to describe learning of this type at this time, and the relationship this particular assessment piece will have to the big picture and to other assessments.

How do we know whether and to what degree learning has occurred?

We have all struggled with issues inherent in developing acceptable rubrics, and we have all labored over student work from time to time in an attempt to be fair, accurate, and consistent with our evaluations. It can be frustrating to know that our instincts about student work are often as useful if not more useful than our rubrics. So why not let those instincts work for us rather than wrestling with the creation of abstract, ideal measures? One way to do this is to begin simply and to work up to a more advanced rubric over time using our experiences with students and reflections on characteristics of student work we have evaluated to fill in the blanks in our rubrics. That is, try to identify two or three essential defining characteristics of work at a given level to begin with. What's the bottom line-- what would you hope to see in work at a certain level? Assess some student work with this rubric in mind, making sure to comment on the work. Then reflect on your grading, the students' response to it, and your own sense of how consistent your comments were with the characteristics in your rubric. Ask "What did I really consider important here? How do my comments to students help to explain that?" Try to make the language and content of your rubric more consistent with the language and content of your comments. Keep building, testing, and refining over time.

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Assessment 2

Portfolios: Ways of Opening New Files on Learning

Portfolios are often used holistically to collect a student's best work during a specified period of time. But they can serve other very useful and specific purposes. For instance, consider dividing a student's portfolio according to the four aspects of learning we said many national standards seek to address. Post essential qualities of work in these areas around the room. Encourage students to be collecting evidence for a final conference about their work with their parents either at home or at school.

Essential Questions and Concepts

- from my problem logs
- from my concept maps (beginning, significant changes, ending)
- questions for my own investigation/ to ask others
- critical briefs, notes, highlighted xeroxes
- (see also sect. # _____)

Reasoning

- A timeline of how I saw our problem
- My best or most important explanation
- An important analysis I made
- My Best Guesses (and what happened to them)
- Making Inferences: questioning evidence, drawing conclusions, weighing alternatives
- Interpretations and Meaning Making (i.e. making connections in places we wouldn't expect to find them outside the context of the problem)
- Citation for synthesizing and summarizing

Processes

- Action plans, job descriptions
- Blind Alleys and Better Ideas
- Mapping our problem-solving
- Showing ____ how to ___.
- Peer Evaluation of group work
- My group at work at. . . (video, film)

Habits of Mind

- Citations for self-direction/initiative (different colored ribbons/ merit badges)
- Examples of how I deal with ambiguity
- Citations for persistence
- Citations for open-mindedness/flexibility
- Citations for precision
- Citations for inquiry
- Examples of risk-taking
- Examples of supporting claims with evidence
- How I helped others/others helped me

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Rubric for Assessing Ill-Structured Problem Situations for Problem-Based Learning

Situation is problematic: • has tension • conflict or ambiguity or needs explaining • has multiple points of view	Situation is complex or multifaceted but not problematic	Situation is not problematic: •describes an assignment or presents a topic • appears to set students up for research project • no ambiguity
Problem in the situation is ill-structured in nature: • multiple potential solutions • multiple points of view • multiple criteria for deciding which solution is most appropriate or effective	Problem is ill-structured, but process is structured or guided	Problem is well-structured; the inquiry process is also structured
Problem stimulates inquiry: Problem-Based Learning	Learning materials stimulates inquiry: Problem-Centered Learning	Teacher assumes responsibility for inquiry: Other
Learners engaged by problem and problem drives motivation: • ownership and stake reside within the learner • students realize their empowerment to resolve the problem or explain circumstances • students are committed to resolving the problem	Process-driven motivation: • learners act "as if" they are motivated by problem but process actually demands or determines engagement	Teacher driven motivation: • ownership and stake reside with teacher who tells learners what they will do and why they will do it

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PORTFOLIO ASSESSMENT

What is it?

- a method that integrates assessment with instruction
- a way to engage learners in meaningful tasks that evaluate learning over time
- a supportive assessment approach which is done *with* and not to learners
- a method to evaluate the application of knowledge and information
- a snapshot of a learners best work
- a contextualized evaluation based on predetermined criteria

What are the contents?

- Writing samples
- Speaking activities (cassette tapes)
- Journals
- Learner self-reflection
- Customized and/or standardized tests
- Instructor observations
- Reading passages and exercises
- Educational needs and goals

What are the benefits?

- shows growth in learning
- builds confidence
- fosters individual responsibility for learning
- requires active and ongoing learner participation
- allows learner to receive a clear indication of progress and success
- develops higher level thinking skills
- supplies demonstrated evidence of skills
- engages learner in judging and analyzing his/her own performance

Employability Portfolio Contents

PURPOSES: to provide focus and direction
to present to a future employer

1. Employment inventory-- to identify job skills and interests (*Options inc* p.4)

2. Network log--to list potential informants about work (*Options inc* p.9)

3. List of community resources--for job research (*Options inc* p 10)

4. Resume

5. Model cover letter

6. Model job application

7. Personal performance evaluation in stages--to demonstrate growth (*Options inc* pp. 19, 20, 34)

8. Telephone inquiry script--for planning communication with potential employers (*Options inc* p.22)

9. Selected journal entries relating to job observation and training

10. List of volunteer work experience

11. Three letters of reference

12. Some common interview questions and possible answers --to prepare for interview

13. Testimonial--how the applicant would be a good employee

14. Any piece of writing or checklist reflecting on positive problem-solving experience

15. Any piece of writing or checklist reflecting on positive teamwork experience

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Student Self-Assessment

Students' own assessment of their learning is another critical component of the entire evaluation process. Students know better than anyone else how confident they feel about their progress in the course and how they have transferred knowledge to their jobs and lives outside of work. Students with virtually no oral skills in English may need to be assessed by the instructor, or with the help of bilingual classmates or native-language surveys. For other students, self-assessment can work something like this:

- the instructor creates a chart, checklist, or narrative writing format based on student level and course goals;
- the self-assessment may by used at the beginning of the course to identify student needs, in the middle for feedback, and/or at the end for achievement;
- responses to statements or questions may be oral or written; and
- students may respond to statements or questions individually, with peers, or to an instructor.

The format of the self-assessment is created by the instructor, and the content depends on the course. The following checklist is an example of a self-assessment that can be implemented in an ESL class. It may be used in the beginning of the course to identify student needs and at the end as a basis to review student progress. This format may be used in other courses and would reflect the goals for that course. For example, if the course is Workplace Math I, the statements used may be: I can read measurements on a ruler, I can convert fractions to decimals, I can read company charts, and so on. For an ESL course, it might be:

	well	in most situations	a little	not at all
I can understand English at work.				
I can speak English at work.				
I can write these in English:				
Notes to co-workers or supervisors				
Memos				
Job Procedure				
Reports to supervisors				
I can read these in English:				
Work orders				
Safety procedures				
Company policies/procedures				
Employee handbook				
I speak up at meetings.				

A midterm student self-assessment often provides the instructor with insights on student progress, student frustrations, and teaching effectiveness. This in turn allows the instructor to make necessary adjustments. The following suggestions may be adapted to any course:

1. Some (specific skill) I have learned recently is...
2. I feel good about using (specific skill) I have learned when...
3. Some (specific skills) I do well are...
4. I feel I could use more practice in...
5. Some frustrations I have experienced in class are...
6. Some (specific skill) frustrations I have experienced on the job are...

An end-of-course student self-assessment provides a basis for students to reflect on their progress. The following suggestions may be adapted to any course:

1. How are your (specific) skills changing?
2. How has your learning affected your job?
3. How has your learning affected your life outside the job?
4. What do you still find difficult to do?
5. What are your new strengths?
6. What do you need to learn next?

Class Evaluations

These evaluations can provide student feedback about the class at the mid-point or at the end of a course. The form should be anonymous and as simple as possible. Students should have the option of doing these in either English or their first language. Bilingual forms can be developed with help of the grant staff. Some possible questions include:

- How did this class meet your needs?
- How did this class not meet your needs?
- Was the class to easy or difficult for you?
- What could improve the class?
- What activities helped you learn best?
- What activities did not help you learn?
- What materials used in class helped you learn best?
- What materials used in class did not help you learn?

LEARNER NEEDS QUESTIONNAIRE (NWLP)

Name _____

Directions: Check the skills that you would like to improve.

READING SKILLS

- ☐ Understand the meaning of words.
- ☐ Read written work instructions.
- ☐ Read company safety rules.
- ☐ Locate information in dictionaries, directories, and other reference materials.
- ☐ Locate information in company manuals.
- ☐ Read company graphs, charts, and/or diagrams.

WRITING SKILLS

- ☐ Fill out a form or application.
- ☐ Write a message using complete sentences.
- ☐ Write a description of a workplace event.
- ☐ Write a set of instructions.
- ☐ Write a brief written report.
- ☐ Use note-taking skills in a training session or a meeting.

MATH SKILLS

- ☐ Use whole numbers.
- ☐ Use fractions.
- ☐ Understand and use percents.
- ☐ Use decimals.
- ☐ Understand and use standard measurement.
- ☐ Understand and use metric measurement.

COMMUNICATION SKILLS

- ☐ Make and respond to greetings.
- ☐ Discuss job duties, tools, and equipment.
- ☐ Give and respond to safety warnings.
- ☐ Give and follow oral work instructions.
- ☐ Report problems.
- ☐ Participate in meetings.
- ☐ Respond to supervisor's instructions.
- ☐ Respond to co-worker's questions and comments.

BASIC PROBLEM SOLVING SKILLS

- ☐ Understand the process used to help solve work and personal problems.

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STUDENT ASSESSMENT OF OUTCOMES & OBJECTIVES

Name of Student _____
Name of Teacher _____

Subject: ☛Workplace Skills ☛Time Management ☛Safety
☛Problem Solving ☛Interpersonal Skills ☛Financial Planning

OUTCOME:		
Learning Objective:	Mastery of Objective: (for example) 1. I feel confident enough to be assessed in this area. 2. I understand the material but I need more practice before I an assessed. 3. I need more help with: _____ _____ in order to better understand the material and accomplish my learning objective. 4. This is too difficult, I think I need to chose an easier objective.	Proof of your mastery: (for example) a. Workplace Documents b. Worksheets c. Summary d. Reading Analysis

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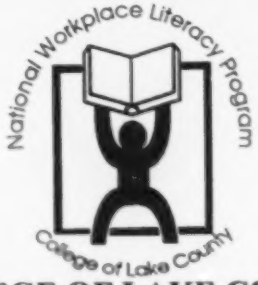

COLLEGE OF LAKE COUNTY
NATIONAL WORKPLACE LITERACY PROGRAM

Date: _____

Name: _____
Last First Middle

Social Security Number: _____

Race:
White ☐ Black ☐ Asian or Pacific Islander ☐ Hispanic ☐ Other ☐ _____

Age: _____

Sex: Female ☐ Male ☐

Country (Place of Birth): _____

Years of School Completed: _____

Name of the Company: _____

How long have you been at this company? _____Years _____Months

Job Title: _____

Class Title: _____

Instructor: _____

Year-Session: _____

Pre-test score: _____

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Have you taken classes in our program before? Yes ☐ No ☐

Have you been promoted? Yes ☐ No ☐

If Yes, When: _____

Has this class helped you at home? Yes ☐ No ☐

Has this class helped you at work? Yes ☐ No ☐

Are you taking classes in another school? Yes ☐ No ☐

Is there something that you can do now that you could not do before? Yes ☐ No ☐

Examples:

Read the newspaper Yes ☐ No ☐

Help your children with homework Yes ☐ No ☐

Speak with your supervisor Yes ☐ No ☐

Fill out forms Yes ☐ No ☐

Write a note in English Yes ☐ No ☐

Use a calculator Yes ☐ No ☐

Apply problem solving skills at work and/or home Yes ☐ No ☐

Use math at home Yes ☐ No ☐

Others

_____

_____

Post-Test Score: _____

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SUPERVISOR QUESTIONNAIRE

We have conducted Workplace Literacy Classes at your workplace. In order to evaluate and improve our program we would appreciate your voluntarily answering the following questions. Please check the response you feel is appropriate for the majority of the employees who were in the classes. Communication skills include mathematics, reading, writing, speaking, and listening.

	YES	NO	COMMENTS
1. Do the employees commit fewer on-the-job errors because of improved reading skills?			
2. Have the self-images of the employees improved?			
3. Has the productivity of the employees improved?			
4. Has there been an improvement in on-the-job behavior?			
5. Have the employees gained additional knowledge about their jobs?			
6. Have the employees improved their communication skills with peers?			
7. Has job motivation improved?			
8. Do the employees use more precise language in oral communication?			
9. Do the employees use more precise language in written communication?			
10. Has the potential for promotion improved?			
11. Have you encouraged the employee to seek further educational opportunities?			
12. Do you think the employees have benefited from the classes?			

POSSIBLE ASSESSMENT TOOLS

Possible Assessment Tools	Examples of Outcomes
• *Demonstrations* require the student to show mastery of an outcome by performing an action in class.	*Math* - Measure several products or objects using an appropriate measuring device; record and state the measurement.
• *Checklists* allow the instructor to mark which objectives the students have mastered.	*Communication Skills* - Demonstrate appropriate discussion techniques in a team meeting scenario using this skill group's learning objectives as a checklist.
• *Pencil and paper tests* require the students to be evaluated on the basis of written work.	*ESL* - Fill in required information on a simple workplace form.
• *Lists* require the students to produce an item-by-item written entry specified by an outcome.	*Problem Solving* - List possible causes for a workplace problem and determine the primary cause.
• *Group/Team presentations* require the students to display the process of acquiring and mastering the skill group's objectives in front of the instructor or other people.	*Problem Solving* - Write and present an action plan to implement the solution to a workplace problem.
• *Writing profiles* require the students to produce a writing sample that reflects the skill group's learning objectives.	*Communication Skills* - Write a memo, using proper format, about a workplace occurrence or a request.
• *Reading profiles* require the students to read and then produce a response that demonstrates comprehension.	*ESL* - Demonstrate through speaking or writing an understanding of a set of written work instructions.